Jennifer Batchelor

Integrated Unit

Yobani Rosas Grade 4

**Unit Objectives:**

Science Objectives & Related TEKS:

**Science:**

4.10 Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environment. The student is expected to

(A) explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants;

ELA Objectives & Related TEKS

**Reading Comprehension:**

4.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(B) use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words;

(E) use a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.

4.6 Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo;

4.11 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:

(A) summarize the main idea and supporting details in text in ways that maintain meaning;

(B) distinguish fact from opinion in a text and explain how to verify what is a fact;

(C) describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison; and

(D) use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information.

**Reading Fluency:**

4.1 Reading Fluency: Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Written Communication:**

4.15 Writing Process: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A)  plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals)

4.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:  
(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting;

**Literature:**

*Dinosaurs* by Grace MacCarone  
A non-fiction book that includes rhymes and realistic, colorful pictures to teach facts about dinosaurs. Guided Reading Level F.

*The Day the Dinosaurs Died* by Charlotte Lewis Brown  
A general non-fiction story about the last days of the dinosaur and the asteroid that is credited with wiping them out.

*It Could Still Be a Dinosaur* by Allan Fowler  
A factual introductory book about dinosaurs that simplifies complex concepts, includes a glossary, and has pictures connecting the text. Guided Reading Level G.

*Dinosaurs, Dinosaurs* by Byron Barton  
A non-fiction book about what the world may have looked like in the days of the dinosaur. Guided Reading Level G.

*If the Dinosaurs Came Back* by Bernard Most  
A fiction book that focuses on one boy’s imaginative view of what the world would look like if dinosaurs still roamed the Earth today. Guided Reading Level H.

*Dinosaur Train* by John Steven Gurney  
A fantasy tale of a young boy who boards a train filled with dinosaurs every night after his bedtime. Guided Reading Level H.

*Dinosaur’s Day* by Ruth Thomson  
A fiction story based on what a day in the life of a Triceratops may have been like. Guided Reading Level H.

*Whatever Happened to the Dinosaurs?* by Bernard Most  
A non-fiction story outlining the possible reasons the dinosaurs have gone extinct… or have they? Guided Reading Level H.

*Goldilocks and the Three Dinosaurs* by Mo Willems  
A twist on a classic story. Willems uses sarcasm that is easy to follow due to great illustrations. Although this book is a fifth grade reading level, its parallels to the well-known version make it a great read aloud. I am using this book to work on vocabulary and story sequencing/comprehension.

*Whose Eggs Are These?* by Reading A-Z  
Non-fiction story asking which animal produces which eggs. Great illustrations and facts about each animal are added into the story.  
Guided Reading Level G